

SECTION: PROGRAMS

PLUM BOROUGH
SCHOOL DISTRICT

TITLE: ESL PROGRAM

ADOPTED: July 23, 2002

REVISED:

138. ESL PROGRAM (ENGLISH AS A SECOND LANGUAGE)	
1. Purpose policies, and Title 22 Sec. 4.26 42 U.S.C.	In accord with the Board's Philosophy of Education and Curriculum the inclusion of Multiculturalism as part of the school district's Strategic Plan, an appropriate planned instructional program will be designed and provided for identified students whose dominant language is not English.
Sec. 2000d 20 U.S.C. Sec. 6801 et seq	<p><u>It is the policy of the Plum Borough School District to provide all students an equal access to a quality education, including those whose dominant language is not English and who are learning English as a second language (ESL). The Plum Borough School District will provide assistance through an appropriate planned instructional program to enable limited English proficient (LEP) students to progress academically while they are learning English.</u></p> <p>The primary goal of ESL program is to increase the English language proficiency of limited English proficient students so that they can meet state and district academic standards and thus be successful in school. A related goal is to increase these students' English language proficiency so that they can fully and successfully participate in all mainstreamed classes at an age appropriate grade level. To meet these goals, the objectives of ESL instruction are the development of listening, speaking, reading, and writing skills in English, and the provision of an educational environment which helps the ESL student understand and cope with a new culture.</p> <p><u>The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.</u></p>
2. Delegation of Responsibility	<p>The Superintendent will appoint the Director of Pupil Personnel to administer and supervise the ESL program to assure that the program in each school provides for a carefully articulated planned course of alternate language instruction. ESL instruction will be designed to meet each student's individual needs based on the results of the Home Language Survey and assessments in listening, speaking, reading, and writing.</p> <p>ESL instruction will be provided in each district school where at least one student attends who is in need of instruction.</p>
3. Guidelines	A Home Language Survey will be completed for every family upon registering in

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20 U.S.C.
Sec. 6801 et seq

the school district. If the Home Language Survey indicates that the student was born in a country other than the United States, and/or a language other than English is spoken in the student's home, i.e., the student's primary language is other than English, the appropriate ~~Allegheny Intermediate Unit~~ ESL staff will administer assessments in English comprehension, speaking, reading, and writing to the student.

<p>20 U.S.C. Sec. 6801 et seq</p>	<p>If the student is English proficient, the student will be placed in an appropriate regular education program. If the student is limited English proficient, the Plum Borough School District will contract the Allegheny Intermediate Unit to provide for ESL instruction.</p> <p>ESL students will be placed in an age-appropriate grade level, as well as can be determined. Regular education teachers, in conjunction with Allegheny Intermediate Unit ESL staff, will develop accommodations in the regular education program for ESL students in order to help them to be successful in the regular education program. A Pass/Fail system of grading will be used for ESL students, as appropriate, until such time as they prove to be capable of functioning successfully in the regular education program.</p> <p>The Director of Pupil Personnel and the Allegheny Intermediate Unit ESL staff will monitor each ESL student's performance in the regular education program, and help regular education teachers make additional accommodations, as appropriate.</p> <p><u>ESL students will participate in the PSSA/Keystone assessments and other large-scale assessments with appropriate accommodations. Formative assessments will align to the academic standards and English language proficiency standards and ESLs will be graded with the same grading system used for all students. ESL students will not be retained in a grade based solely on a lack of English proficiency</u></p> <p>Standardized tests of intelligence, and other such test instruments, as used in the determination of special education, will be administered in a manner free from cultural and racial bias, and in the student's primary or native language or preferred mode of communication. The parents and guardians of ESL students will receive communication from the school district in their primary or native language or preferred mode of communication.</p> <p><u>For program exit, both quantitative data (e.g., assessment results, report card grades, attendance, portfolios, etc.) and qualitative data (e.g., teachers' anecdotal records, informal classroom observations, parent interviews, etc.) will be collected throughout the student's participation in the program. Summative evaluations to determine continued placement in the program or exit from the program will be made, at minimum, on an annual basis. Upon exit from the ESL program, a student's progress will be monitored quarterly for two years. ESL students will exit from the ESL program as soon as they can perform at or near the Proficient Level on the district standards-based assessments in speaking, reading, and writing.</u></p>
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